

STUDENT LEARNING DATA INVENTORY



Purpose	The purpose of the <i>Student Learning Data Inventory</i> is for a school/district to take stock of the assessments being used across grade levels and subject areas, and to make the inventory of assessments robust and consistent across grade levels.
Target Audience	Teachers, Testing Coordinators.
Time	Completing the inventory can probably be done in an hour. Determining improvements may be done in grade-level or subject-area meetings and then shared.
Materials	Copies of assessment inventories.

Overview

Even though formative assessments, and assessments imbedded in learning are used throughout schools, not every teacher knows what assessments other teachers are using, or even how the assessments they are using should be used. The assessment inventory helps all teachers know the variety of information available. Some subjects might need additional assessments. All assessments need to be used as intended. The most common types of assessments are described below.

Types of Assessments

- ♦ **Screening** involves brief assessments that are valid, reliable, and evidence-based. They are conducted with all students or targeted groups of students to identify students who are at risk of academic failure and, therefore, likely to need additional or alternative forms of instruction to supplement the conventional general education approach.
- ♦ **Assessments for Learning** are in-class measures, usually given frequently, to determine student success with the curriculum and for teachers to determine what additional or modified instruction is needed. These assessments are embedded in the curriculum or created by teachers as common short assessments with specific scoring criteria.
- ♦ **Progress Monitoring** assessments provide teachers with the information needed to regroup students for leveled/tiered instruction or remediation after a major segment of instruction. They allow a teacher to track students in a specific skill area or could be more general tests of grade level curricula. Progress monitoring is conducted at least monthly to (a) estimate rates of improvement, (b) identify students who are not demonstrating adequate progress, and/or (c) compare the efficacy of different forms of instruction to design more effective, individualized instruction.
- ♦ **Summative** assessments provide a bottom line of learning as related to established grade level standards. Most summative assessments are given yearly or pre-and post during a year. Summative assessments are developed and scored in ways that ensure reliability and validity, and may be norm or criterion referenced. Summative or outcome assessments are used for student screening, accountability, or pre-post measures of a major program.

Process Protocol

How this inventory gets completed is less important than getting it completed, sharing it with staff, and then implementing a comprehensive assessment system that will help teachers and students know what students need to learn to enable mastery of student learning standards. Steps in establishing an assessment inventory include:

- Step 1.** Determine how your school will complete the inventory. Perhaps, by grade-level teams.
- Step 2.** Have the inventory completers list the names of all the assessments they are currently using, their targeted assessment area, dates of collection and length of assessment, grade level, who has access to the results, the uses for the assessment, and then comments about each assessment's uses.
- Step 3.** In grade-level teams, and then ultimately across grade level teams, determine where there are gaps in assessments, where the efforts can be streamlined, what other assessments would be helpful, and how the school will get consistency with the assessments.

Comments to the Facilitator

After the *Student Learning Data Inventory* is completed, make sure staff determine the appropriate assessments to use in each subject area and grade level. Some assessments might need to be discontinued because they are not fulfilling a need. Make sure the final list of assessments will help teachers know how students are achieving with respect to standards, and if the curriculum and instructional strategies are meeting the needs of the students.

Create a *Student Learning Data Inventory* for each applicable subject (i.e., Mathematics, English Language Arts, Science, Social Studies, Other Assessments). Analyze the data to integrate into the data profile.

